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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)**  **Morning Meetings come from the website below:**  [***http://effectiveclassroom.sfinstructionalresources.wikispaces.net/Morning+Meeting***](http://effectiveclassroom.sfinstructionalresources.wikispaces.net/Morning+Meeting) | **Greeting**- Gender Greeting. Students will greet each other by gender. For example: Boys-Girls or Girls-Girls, or boys -boys.  **Sharing**- “Weekend Update”- students will share what they did the weekend.  **Group Activity**-Students play sparkle using spelling words. Students form a circle around the room.  **Announcements** | **Greeting**- Funny Voices greeting. Students will greet each other using different voices. Examples: spooky, whisper, loud, soft, baby, tough guy, squeaky, sings song, etc. Students say good morning back in the same voice used.  **Sharing**- Are you a leader or follower? Students will watch the news clip on the brawl at a local school. Also, class will discuss consequences of this behavior.  <http://www.abc12.com/story/15880256/large-fight-at-flint-middle-school-parent-says-kids-were-brawling>  .**Group Activity**.. Students will answer a riddle based on a three digit odd number.  **Announcements** | **Greeting**- Crazy Walk greeting. Students will greet each other by crab walking, disco walking, skip, hop on one foot, walk on their knees, etc.  **Sharing**- Students will discuss people who they know are incarcerated. Students may share how this makes them feel if they choose.  **Group Activity—**Algebra problems – T + 91 = 186  **Announcements** | **Greeting**- Action name greeting. An example would be, “Hi, Good Morning, I’m Smiling Tarean or Jumping Rudy.” The student says his/her name and does the action at the same time. The class responds with “Good Morning Jumping Judy,” including the action.  **Sharing** Students will discuss word of the week “self-control”  **Group Activity**. Teacher whispers a message in one student’s ear and tell him or her to pass it down. At the end we will see if the last student got the message right. Teacher discusses how rumors get spread.  **Announcements** | **Greeting**- Friday Greeting- Students will greet each other by  **Group:** "Hello, Mrs. Essix! The weekend is near! What are you going to do when it’s here?" **Mrs. Essix:** "Hello, everyone! I’m going to the movies!" **Group**: Have fun!" **Sharing**-Discuss goals and dreams. Mrs. Parker discussed last week to keep your on the prize. The prize is your goals and dreams. She mentioned do not let anyone deter you from the prize.  **Group Activity**  Dividing and multiplying whole numbers and decimals.  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library—Anthony | Library—Essix | Word for the week: Self-control  Class discussion on defining self-control in own words.  Students look at video on self-control <http://www.youtube.com/watch?v=zuDUwnVhyl0&feature=related> | [Students](http://www.youtube.com/watch?v=Emcxm6SubxQ) will work in a group and discuss the following quote on self-control.  The best day of your life is the one on which you decide your life is your own.  No apologies or excuses.  No one to lean on, rely on, or blame.  The gift is yours - it is an amazing journey - and you alone are responsible for the quality of it.  This is the day your life really begins when you learn self-control~Bob Moawad | Word for the week: Self-control  Each student will discuss if they have self-control or not. Then, they must give examples on how they demonstrate self-control and/or how they do not demonstrate self-control and how can they fix this problem. |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading test, spelling test and writing assignments in their SD Notebook, along with rubrics.**  **Spelling**  **W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.  Grammar  **W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. | ***R.CM.06.01*** *connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.*  ***Reading*** (50 min)  Teacher demonstrates popcorn reading and allows students to take turn popcorn reading in groups, two on two and with the teacher. Popcorn reading is when the class reads together but only one word at a time. FOCUS: Fluency, listening attentively.  ***Assignment:***  Students will act out/role play any part of the story. Students guess the page number.  ***Grammar***: (20 min) Students take a quiz on simple subjects. Students grade each other papers.  ***Spelling***-(15 min)—Students play a game (Teach me—pronunciation and spelling) [www.spellingcity.com](http://www.spellingcity.com)  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.*  ***Writing***  Teacher demonstrates “cracking open a word”/Word Choice.  Students will work with writing partner on word choice. Students will pick five words from their partners writing to change. Students may use thesaurus to change smaller words into a better or $20 word.  **FOCUS: Word Choice** | ***R.MT.06.02*** *plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.*  ***Reading***  Students will listen to the CD again before taking the test.  ***Assignment:***  Students will take teacher-made assessment on the selection “Hatchet.” (Multiple choice, true and false, and essay questions)  ***Grammar—***Students will complete worksheet on complete subjects in the Grammar Usage book  ***Spelling***-Students play online game (Match word with correct sentence) [www.spellingcity.com](http://www.spellingcity.com)  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.*  ***Writing-***  Students will work on sentence fluency.  Teacher will show students the rubric for expository writing to make sure that students know what sentence fluency consist of.  **FOCUS: Sentence Fluency** | ***R.CM.06.03*** *analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.*  *Informational text*  ***Reading***  ***Assignment:***  Students will complete clues, problems, and wonderings (CPW) from selection 3 from Theme 1 “Climb or Die”  Students must write down their CPW  ***Grammar—***Students complete worksheet on complete Subjects & Predicates (Grammar Usage book)  ***Spelling—***Students will play game (Hang Mouse) on [www.spellingcity.com](http://www.spellingcity.com)  ***W.PR.06.05*** *proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.*  ***Writing—***  Students will watch a quick video on [www.brainpop.com](http://www.brainpop.com) (Do Not Tell, But Show)  Students will work with writing partners to edit and revise papers.  Teacher will show students the editing and proofreading marks online to assist the students.  <http://webster.commnet.edu/writing/symbols.htm>  Students must fix misspellings, improper use of punctuation and grammar, capitalization etc.  **FOCUS: Conventions** | ***R.MT.06.01*** *self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.*  ***Reading & Assignment:***  Students will listen to CD on Theme 1 Selection 3 “Climb or Die”  Teacher allows students to make connections and to discuss their opinions about the story.  ***Grammar-***  Students will complete pages from Grammar Usage book on Complete Predicates  ***Spelling-***  Students will play a game (Unscramble words) on [www.spellingcity.com](http://www.spellingcity.com)  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience*  ***Writing—***  Students will continue revising rough draft.  Teacher will have a conference with the students on a one-on-one basis to discuss their writing. Teacher will give students a sheet to schedule a time the students would like to meet with the teacher from 10:15-11:00.  Teacher will put 12--15 students name on the board. These students should be prepared to meet with the teacher (5-6 min per student)  The other students should be working on their writing or any ELA assignment that is incomplete.  **FOCUS: Teacher/Student Conferencing** | ***R.MT.06.01***  ***R.CM.06.02*** *retell through concise summarization grade-level narrative and informational text.*  ***Reading & Assignment:***  Students will read segment 1 of the selection and summarize segment 1. Teacher will pick three students to read their summaries. Class will decide if they left anything out.  ***Grammar-***  Students will complete online game on complete subjects and predicates  <http://www.quia.com/quiz/1222731.html?AP_rand=815201382>  ***Spelling-***  Students will take test on Unit 1-3 More Vowel Spelling  Then, students will take the pretest on next selection. After pretest students must write words in planner.  (All students who pass the pre-test with 90% and higher will not have to take final test. They may play a game (UNO).  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience*  ***Writing—***  Students will continue revising rough draft.  Teacher will also continue conferencing with the students on a one-on-one basis. Teacher will give students the scheduling sheet to schedule a time the students would like to meet with the teacher.  Teacher will put 12--15 students name on the board. These students should be prepared to meet with the teacher (5-6 min per student)  The other students should be working on their writing or any ELA assignment that is incomplete.  **FOCUS: Teacher/Student Conferencing** |
| Homework/Reading  (Mon and Wed) | Students take the reading book home and read the selection and study for the test |  | Students complete graphic organizer worksheet in PB |  |  |
| Homework/Writing  (Tues and Thurs) |  | Expository Paper (How to do or make something) |  | Expository Paper (How to do or make something) |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration | 6 – G4.1.1  6 – H1.4.1  6 – H1.4.3  Explore the cultural mosaic that has occurred because of cultural diffusion. Describe /study an era and a region using cultural institutions  Teacher will ask students to write a bulleted list of things they know about Halloween. Teacher will take some of students’ responses and create a list of what is known.  Teacher will distribute copies of blackline master for unitedstreaming.com video found at <http://gtm-media.discoveryeducation.com/videos/40983/F195FB4F-14C2-3F0D-1CFE99FC6D9DC9EB.pdf>  Students will watch video detailing the cultural history of Halloween at <http://player.discoveryeducation.com/index.cfm?guidAssetId=021169BF-09E9-40CD-920A-329A56AB6951&blnFromSearch=1&productcode=US>  **Writing:** As students watch video, they will be responsible for trying to find answers to questions on their worksheets.  Teacher will wrap-up lesson by reviewing answers to questions and discussing the presence of myths in customs and traditions | 6 – G4.1.1  6 – H1.4.1  6 – H1.4.3  Explore the cultural mosaic that has occurred because of cultural diffusion. Describe /study an era and a region using cultural institutions  Teacher will introduce lesson by reminding students of +facts we learned about mummification and the ancient Egyptians view of death and the afterlife.  Students and teacher will discuss the cultural aspect of death.  Teacher will introduce The Day of the Dead from Mexican culture. Teacher will tie The Day of the Dead to the American tradition of Halloween and will note how cultural diffusion has linked the two days in the United States.  Students will view Fantastic Festivals of the World: Mexico at <http://player.discoveryeducation.com/index.cfm?guidAssetId=77459B28-BCDD-4F90-BA65-DB841D075C76&blnFromSearch=1&productcode=US>  **Writing:**  Students will write a short summary of what they have learned about the Day of the Dead and Halloween. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will view bodies of water video at <http://player.discoveryeducation.com/index.cfm?guidAssetId=47DCF08A-1006-4A90-BABB-FAF43DE95EFA&blnFromSearch=1&productcode=US>  **Writing:** Students will review section 1 and section 4 of chapter 1 by completing the assessment questions found on pages 27 and 42 in their groups. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Anthony-**  **Technology at 2:30**  **Students will take a teacher created quiz cover section 1 and section 4 of Chapter 1.**  **Students will check quizzes for immediate feedback.**  **Results will be entered into Student Data Notebook.** | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Essix-**  **Technology at 2:30**  Teacher will introduce chapter 2, section 1 by going over the vocabulary words on pg. 48  Students will hypothesize about the following question: Why is Earth called the water planet? Teacher will jot down student responses on the SMART board.  Teacher will distribute graphic organizer for section concepts. For struggling students some information will be filled in when they receive the sheet.  Students and teacher will read “The Water Cycle” on pg. 48 orally.  Students will watch Bill Nye video on the water cycle.  Writing:  Students will take scrambled sentences on the SMART board that detail the water cycle in the wrong order and unscramble them. Students will then write the paragraph correctly. |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SD Notebooks.)*** | * ***N.ME.06.16*** *Understand and use exponents* * ***N.FL.05.04*** *Multiply a multi-digit number by a two-digit number.* * Video explains how to multiply <http://adaptedmind.com/v.php?vId=71> * Students will continue working on Multiplication Patterns in Ch.3   Teacher will review the first three chapters with the students. Then, teacher introduces Ch. 3 Lesson 4 on Estimating Products  Students will begin completing worksheets from the Practice and Enrich book on Ch.3-4  ***Writing***  Students will explain the steps of estimating. They must be able to explain that estimation can be many answers. Ex. Estimating 456= 500, 450 | * **N.ME.06.16 N.FL.05.04** * Video explains how to multiply <http://adaptedmind.com/v.php?vId=49> * Teacher works with continues to work with struggling students. * Students will begin Ch. 3 Lesson 6 on multiplying decimals. Teacher models problems in textbook pg. 59 (1-29) * Students will complete worksheets from Practice and Enrich book.   ***Writing***  Students will complete the Leveled Problem Solving worksheet on story problems for homework. | **N.ME.06.16 N.FL.05.04**   * Video explains how to multiply <http://adaptedmind.com/v.php?vId=50> * Teacher will introduce Algebra: Properties and Mental Math on pg. 62 in textbook (Teacher models problems on board).   Students will complete worksheets in PB and Enrich on Ch. 3-7  Teacher work with students in small groups to make sure they can multiply correctly.  ***Writing***  Students write out how to find the product of 8 x 300 mentally | **N.ME.06.16 N.FL.05.04**  <http://adaptedmind.com/v.php?vId=21>  Students will complete pg. 66 on Extra Practice Set A, B, C, D, E, F, G (even numbers only)  Teacher continues to walk around observing students and working with students one-on-one who need it.  ***Writing:*** Students will explain the properties of multiplication and discuss how it makes sense to them. (Numbers are rearranged but product is the same) | **N.ME.06.16 N.FL.05.04**   * <http://adaptedmind.com/v.php?vId=48>   Students will complete multiplication assessment Form A pg. 65  The test and rubric will be placed in SD Notebook.  ***Writing:*** Students will be given a multiplication problem with decimals on board that is incorrect. Students must explain what is incorrect and how to correct the problem. (Extra Credit test question) |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | Students will then complete Survey and DRA Forms on Comprehension and Prediction  The rest of the students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Students will then complete Survey and DRA Forms on Comprehension and Prediction  Students will complete science study guide on Energy | Test on Energy |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |